The fifth in a series of nine career education guides is a student career profile for the junior and senior high school level designed to help students decide where their career interests lie and what preparation such careers require. It contains personality assessment forms and preference questionnaires, and several blank forms for correlating students' traits and preferences with various occupations, and for exploring job duties and skill requirements. It also includes a unit evaluation form for teachers. (JR)
CAREER EDUCATION PROFILE

JUNIOR - SENIOR HIGH
CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974
FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

This module was written by Roxanne Thompson - South Lansing Center
Cover by Robert Gerlach - South Seneca Central School
INTRODUCTION TO TEACHER

This independent study module is designed for the junior high or secondary student who shows some interest in his/her future career but has not seriously considered:

1) what he/she wants to do
2) where his/her interest lies
3) what preparation is needed

It is hoped that the teacher will be of help to the student when needed and when the study is completed, help the student "zero" in on a career possibility or at least one of the career clusters.
PROFILE

OF

________________________
Student's Name
INTRODUCTION TO STUDENT

In this independent study the goal is for you to become aware of:

1) Your uniqueness as a human being by discovering some things about yourself.
2) What your present abilities and interests are.
3) What you need to know in order to select a career in which you will find satisfaction.
4) The reasons for your career decisions.

You will learn more about yourself by thinking about your own traits and abilities, you'll see how your interests affect what you do and how you do it and why you do it.

The importance of this study is to help you understand yourself, to help you find out what you can and cannot do and help you know more about jobs. THE MORE THOUGHT YOU GIVE TO YOUR FUTURE, THE BETTER PREPARED YOU WILL BE FOR IT.
WHAT KIND OF PERSONALITY DO YOU HAVE?

Think about traits of your personality. In each box below put a check mark beside the one quality which you feel describes the way you look, feel or behave most of the time.

| __moody  | __shy    | __worried | __bright |
|———|———|———|———|
| _happy | _talkative | _carefree | __average brains |
| _restless | _thoughtful | _nervous | __brilliant |
| _angry | _noisy | _calm | __stupid |

| __rude  | __popular | __handsome | __sloppy |
|———|———|———|———|
| _casual | _unpopular | _average looks | __well dressed |
| _few manners | _hated | _ugly | __dishonest |
| _polite | _liked | _good looking | __dishonest |

| __polite |
|———|
| ——truthful |

8
WHAT DO YOU LIKE TO DO?

Do you have the traits listed here? Put a check mark beside ten traits that you feel best tell what you are like?

- ___good handling money
- ___like drawing
- ___like to solve problems (not math)
- ___good at meeting new people
- ___people turn to you for advise
- ___have a good imagination
- ___able to get things organized
- ___like sports
- ___like to read
- ___like to work with hands (sew, knit, build models)
- ___like to work outdoors
- ___like to create fashions or design cars
- ___enjoy working with people
- ___have a good memory
- ___enjoy working with very small children
- ___like to travel
- ___not afraid of heights
- ___don't mind hard work
- ___interested in anything having to do with outer space
- ___have good hand writing
- ___physically strong
- ___like to work with animals
- ___like to work by yourself
- ___like to work with machines
WHAT DO YOU LIKE TO DO?

My likes and dislikes:

1. Subjects in school I like: ____________________________

2. My favorite TV show: ____________________________

3. My favorite sport, to play: ____________________________
   to watch: ____________________________

4. What I like to do in my spare time: ____________________________

5. Jobs I have had: ____________________________

6. Someone I admire and why is: ____________________________

7. I like to talk about: ____________________________

8. I would like to learn more about: ____________________________
INDOORS OR OUTDOORS

Write in each category activities you like to do.

INDOORS:  

OUTDOORS:
SOME JOBS YOU KNOW ABOUT

Have you ever dreamed about the job you will have when you are older? Most young people have.

You can see many jobs by looking around you. How about members of your family? Can you name good and bad things about their work? Are any of them dissatisfied with their jobs? Would you feel the same way about that job?

Write short paragraph including your thoughts and answers related to the above question.
HELP WANTED

Look at the "Help Wanted" section of a newspaper. You will find many different kinds of work. Assume you are looking for a job. Make a list on the following chart of jobs you would be interested in.

<table>
<thead>
<tr>
<th>NAME OF JOB</th>
<th>FACTS ABOUT JOB</th>
<th>REASONS WHY YOU SELECTED IT</th>
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## HOW DO TRAITS RELATE TO JOBS?

Earlier in this booklet you checked ten traits that tell best what you are like. Think of some jobs that would require the traits you checked. List the ten traits in the left hand column and in the right column, list jobs that require these traits.

<table>
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<tr>
<th>TRAITS</th>
<th>JOBS</th>
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14
WHAT WOULD YOU LIKE TO DO?

Because you differ from other people, your choice of jobs in the world of work will be different from that of others. Let's start out by thinking what kind of work you would like to do. Here is a list of many different jobs. Put a check mark beside the ones you think you would like to have. Put an X beside the ones you think you would not like to have.

___ space technician
___ baker
___ pro athlete
___ bank teller
___ police officer
___ truck driver
___ musician
___ circus performer
___ TV camera technician
___ rancher
___ jet pilot
___ farm worker
___ secretary
___ teacher
___ steel mill worker
___ carpenter
___ science researcher
___ forest ranger
___ factory worker
___ carhop
___ electrician
___ sales clerk
___ newspaper reporter
___ artist
___ house painter
___ waitress/waiter
___ skin diver
___ taxi driver
___ coach
___ social worker
___ building custodian
___ dentist
___ FBI agent
___ radio announcer
___ gas station worker
___ postal clerk
___ telephone operator
___ TV repair technician
___ auto mechanic
___ typist
___ doctor
___ nurse
___ telephone line engineer
___ keypunch operator
___ other
WHY YOU WANT A JOB

1. Select one of the jobs from the list on the previous page that you put a check mark beside. In the space below give two reasons why you think you would like to have this particular job.

   a. 
   
   b. 

2. Are these reasons based on your likes and dislikes?

   YES  NO

3. Write down what training you think you would need in order for you to get this job?

   
   
   

ARE SCHOOL AND WORK ALIKE?

Do you think school and work are alike? Some things you do in school are almost like things you would have to do on a job. Also, there are things you can do in school that you cannot do on a job without being fired. The list below gives 2 choices. Put an X in "alike" column for things that are alike in school and work and an X in "different" column if they are different.

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<tr>
<th>ALIKE</th>
<th>DIFFERENT</th>
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1. School: I must be on time. If I am late too often, I have to stay after school.
   
   Work: I must be on time. If I am late too often, I will be fired.

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2. School: If I don't do my work I get low marks, but I can still come to school
   
   Work: If I don't do my work I lose my salary and get fired.

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3. School: If I talk back to the teacher I get punished. When I learn to be tactful, I don't get punished anymore.
   
   Work: If I talk back to the boss I get fired and lose my salary.

These are just 3 ways to compare work and school. You can learn a lot about getting and keeping a job by your behavior in school.

Name as many other ways you can think of where school and work are alike.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
WHAT JOBS ARE NEEDED EVERYWHERE?

Many jobs are needed everywhere, i.e., dentist, waitress, gas station attendant. Name all the jobs you can think of that are needed everywhere.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
JOB DUTIES

Every job has certain duties. A job description is a paragraph which lists the duties of a particular job. Write a job description of a job you'd like to have.
JOB SKILLS

There are many kinds of skills and they are all a result of practice or training. Throwing a touchdown pass is a skill that results from hours of training. Typing 55 words per minute is a skill that results from practice and training.

Name 5 other skills:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
WHAT IS THE PERFECT JOB FOR YOU?

Do you ever think about what would be the perfect job for you?
Which of the following working conditions would you choose?
Circle your choices.

A. Indoor job
B. Outdoor job

A. Daytime job
B. Nighttime job

A. Part-time job
B. Full-time job

A. A job where you work alone.
B. A job where you work with people.

A. A job where the work is interesting but you don't make much money.
B. A job where the work is dull but you make lots of money.

A. A job where you have to "dress up".
B. A job where you wear just about whatever you please.

A. A job where you are your own boss.
B. A job where you have a boss.

A. A job in the city.
B. A job in the country.

A. A job where you work very hard and make a lot of money.
B. A job where you take it easy and don't make much money.

A. A job where you can sit while you work.
B. A job where you move around while you are working.

What jobs can you think of that would satisfy these working conditions?

_________________________________________________________________

_________________________________________________________________

Which one would you like to do?
EVALUATION REACTION FORM
FOR
CAREF\ EDUCATION MODULES
Tri-Boces
Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: ____________________________________________
School District: ______________________ Building: _____________
Module Title: ________________________________________________
Unit Title: __________________________________________________
Grade Level: __________________________ Number of Students: ______

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

Suggested Instructional Activities:

Follow-up Activities:

Resource Materials:

Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.
4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten Cortland-Madison BOCES Clinton Avenue Extension Cortland, New York 13045